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ABSTRACT

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed to be used with intermediate grade elementary school pupils. The intent of the 10 lessons is to provide activities that create a positive inner environment for each child so that effectiveness in the immediate and global environment can be increased. There are no right or wrong responses; rather the measure of success is in attitudinal changes of students. The activities are not in a particular sequence; they can be presented in a condensed time period or spaced throughout the year. (RH)

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BACKMAN & LORAIN

PAK

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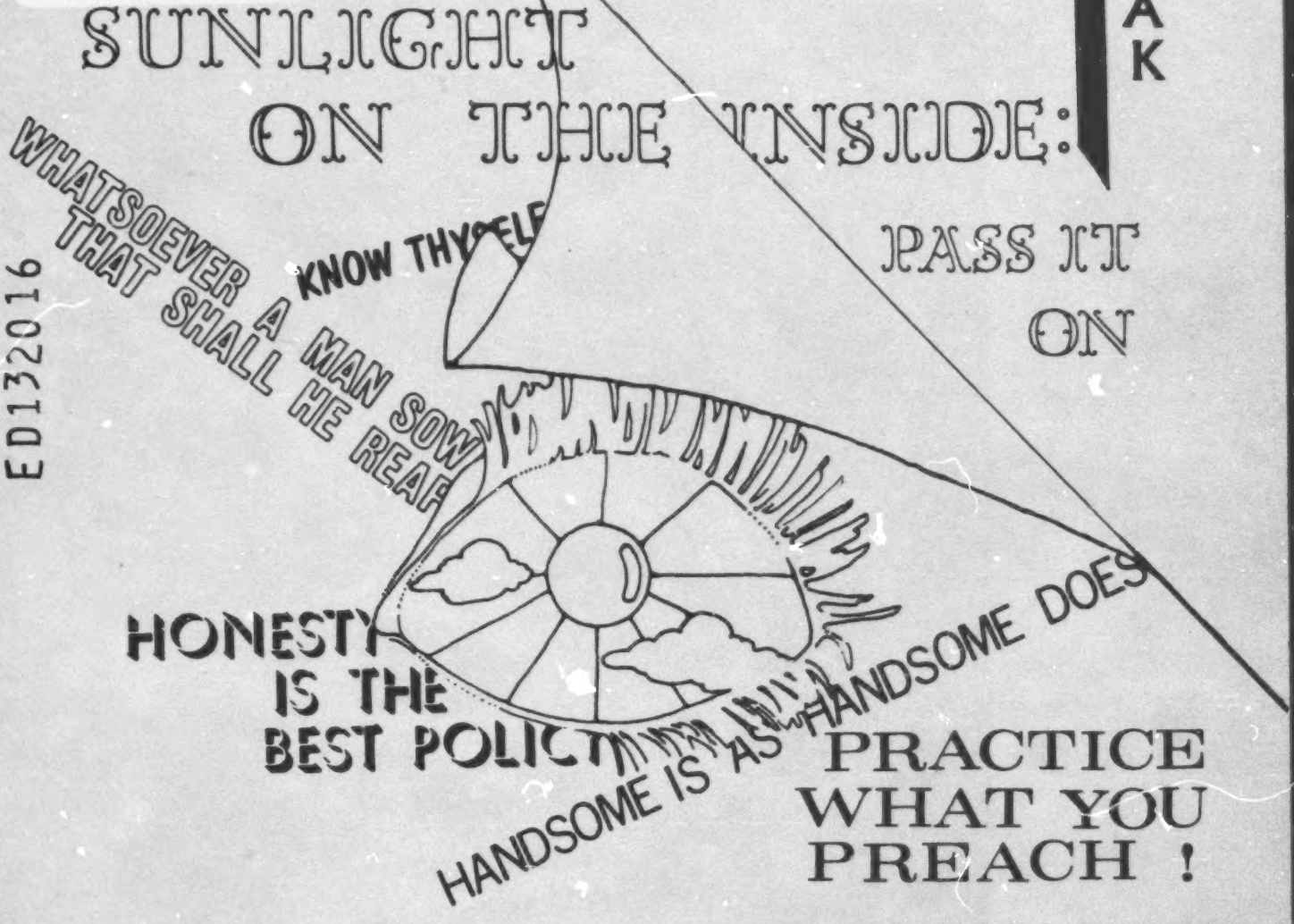

PASS IT ON

PRACTICE WHAT YOU PREACH !

by Judi Backman
Sue Lorain

An Environmental Learning Experience for Intermediate grades with an emphasis on self awareness. One of many ELE Paks available for all areas.

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SE 021 452

FOREWORD

Much of the material in this Pak was gleaned from ideas and philosophies presented in the ENVIRONMENTAL STUDIES KIT
Box 1559
Boulder, Colorado 80302

NOTES TO TEACHER

To pull the blinds of habit from the eyes,
to see the world without names for the first bright time,
to wander through its mystery, at one with it -
to be alive!

from the book To Be Alive
text by Alastair Reid

Man-Making

We are all blind until we see
That in the human plan
Nothing is worth the making,
If it does not make the man.
Why build these cities glorious
If man unbuilded goes?
In vain we build the world, unless
The builder also grows.

--Edwin Markham

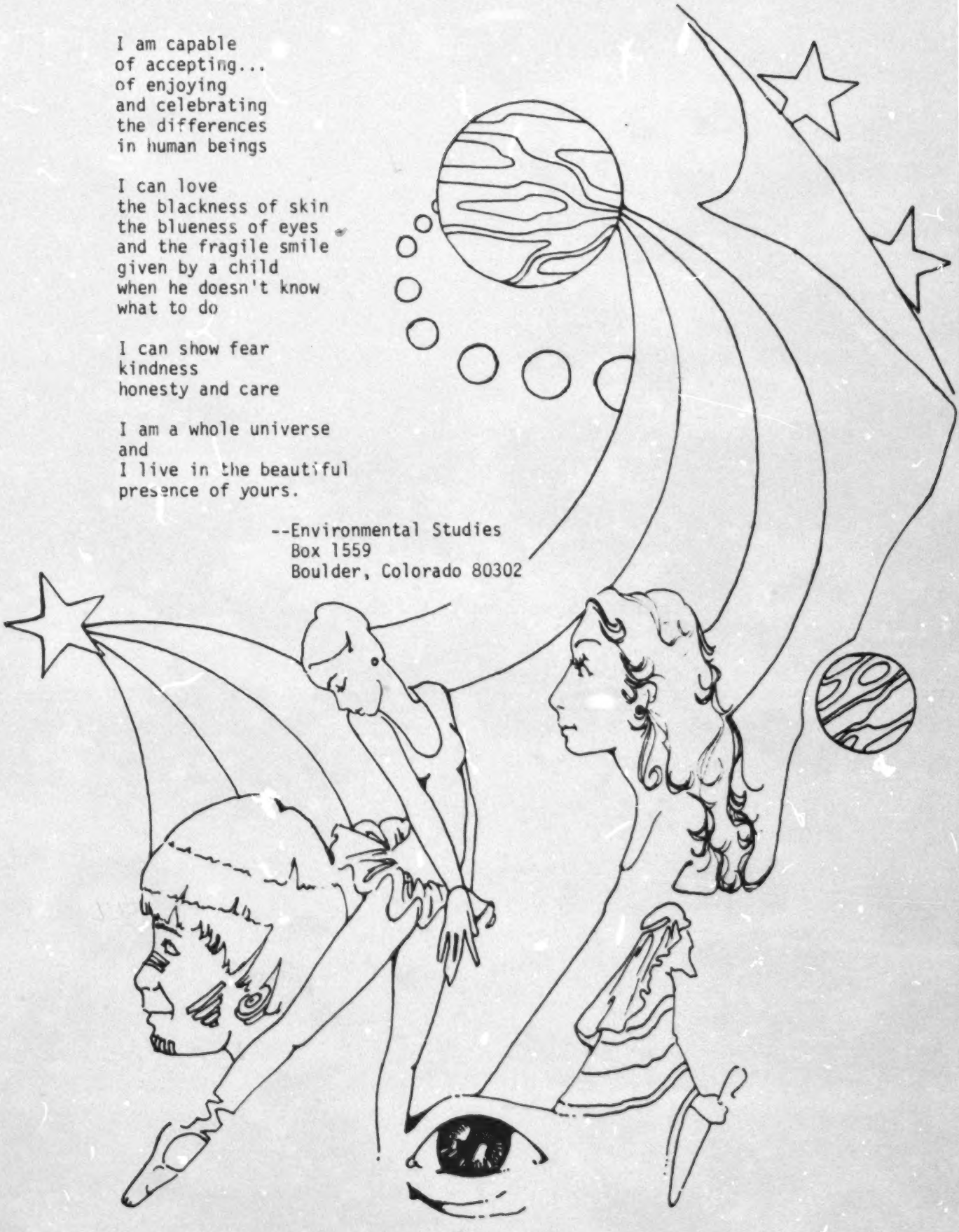
I am capable
of accepting...
of enjoying
and celebrating
the differences
in human beings

I can love
the blackness of skin
the blueness of eyes
and the fragile smile
given by a child
when he doesn't know
what to do

I can show fear
kindness
honesty and care

I am a whole universe
and
I live in the beautiful
presence of yours.

--Environmental Studies
Box 1559
Boulder, Colorado 80302



RATIONALE

This Pak is designed to meet the needs of students. It is a set of related but not necessarily sequential activities that allow a student self expression regarding the environment lived in and its future implications. The premises for this Pak are threefold:

1. Each child has an inner environment (everything inside one - dreams, goals, capacities and potentials, etc.)

   Outer environments (everything that surrounds one - resources, conditions, problems.)

2. Every student is in an immediate environment.

3. Every student is part of a global environment.

PURPOSE

It is the intent of this Pak to focus on activities that create a positive inner environment for each child so that effectiveness in the immediate and global environments can be increased.

These activities are permission slips to openness. (The responsibility of decision making is assumed by the students, thus allowing for individual growth and distinction.) There are no right or wrong responses; rather, the measure of success is in attitudinal changes of students.

As stated previously, the activities are not in a particular sequence. They are ideas to be used when you, the teacher, feel the need. They can be spaced throughout the year or can be presented in a more condensed time period; it is strictly a teacher preference. Each activity can be done by an entire class, by a small group, or on an individual basis - again teacher's needs can determine organization of a given activity. However, we do recommend some kind of sharing by the students after they have engaged in an activity.

Hopefully, the activities can be adapted to use at any grade level, but the main emphasis is on the skill and background of a student in the intermediate grades.

MASTER MATERIALS LIST

Activity #1
construction paper
glue
scissors
felt pens
crayons
magazines

Activity #2
notebook paper
pencils
staplers
brads
yarn
crayons/felt pens
construction paper

Activity #3
construction paper
crayon
felt pen
scissors
paint
tagboard
stapler
glue

Activity #4
pencil/crayons
student worksheet

Activity #5
pencil
paper
butcher paper
felt pens

Activity #6
facial expression dittoes - copies for each student
large sheet of butcher paper for each student
pencils/crayons
glue
ruler

Activity #7
cassette tape recorder (1 or more)
(works on batteries)
blank cassette tapes
paper
pencil
student dittoed copies of "Kinds of Sounds"
chalkboard
chalk

Activity #8
Depends on individual student's needs. The nature of their activity will determine the kinds of materials necessary.

Activity #9
paper/pencil
white drawing paper
crayons
chalkboard
chalk
transparency or large copy of continuous chart

Activity #10
colored tagboard
felt pens
cardboard boxes (all sizes)
tin cans (all sizes)
egg cartons
wood scraps
construction paper
nails
hammer
saw

Master Materials List continued

Activity #10 continued
water colors
tempera paint
tissue paper
crepe paper
old plastic containers
popsible sticks
paper clips
magazines
scissors
crayons
old beads
any other bit of junk you find appropriate

Activity #11
square patterns dittoed on construction paper
scissors
glue
magazine
felt pens

ACTIVITY ONE

TIME: 2 class periods

CONCEPT: Awareness of personal strengths is a contributing factor in future career plans.

MATERIALS:
Colored construction paper
Scissors
Glue
Felt pens
Crayons
Magazines

PROCEDURE:

Day 1

1. Have ready for distribution scissors, colored construction paper, glue, magazines and felt pens.
2. Introduce activity by conducting a discussion on what a personal strength might be.
3. Using supplies from above list, tell each student to fold the construction paper in half. On the outside he should glue cut-outs (pictures and words) from the magazines which show his personal strengths.
4. On the inside he should glue cut-outs (pictures and words) which show personal strengths he would like to have.
5. Each student may share the folder with at least one other person.

Day 2

1. Begin with a discussion of jobs, careers, and/or future work plans, responsibilities and requirements of a given job.
2. On another sheet, folded in half, cut-outs should be glued (pictures and words) or words should be written which symbolize the jobs, careers and/or future work plans each wants to pursue.
3. On the inside of this paper the student should glue cut-outs (pictures and words) or write strengths he has or would like to have in fulfilling his vocational goals.
4. Ask each student if he/she would like to share the folder with at least one other person.

EXTRA ACTIVITIES:

1. Student: Make a plan to strengthen your weaknesses. Carry it out.
2. Communicate a strength you have to someone who doesn't know you have it.
3. With a partner or in a small group, make lists of each other's strengths. Which do you admire most?

ACTIVITY TWO

TIME: 2 class periods: one for pre-discussion, one for evaluation activity

CONCEPT: The environment is one gigantic system and each individual affects this system by his degree of involvement.

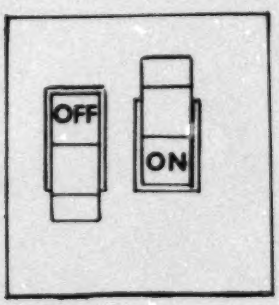
MATERIALS:
Diaries (notebook paper)
Pencil
Stapler, staples, brads or yarn, etc., for binding, if desired
Crayons (for decorating cover if desired)
Construction paper for cover (if desired)

PROCEDURE: Discuss with students:

1. The whole environment is one gigantic system.
   What do you suppose is meant by a gigantic system?
   Possible responses: a large way everybody works together
   how people in the world work together

   Do we mean just people working together? If not, what are other parts of this gigantic system?
   (Students will probably suggest specific animals, plants, etc. They may need help in categorizing these as the environment and its components.)

   What would happen to the gigantic system if parts of it were "switched" on and off?
   Discuss the question regarding each student response in a non-judgmental way. Especially discuss what is meant by "switch on and off". (Switch on refers to an active, concerned involvement and switch off means to be tuned out and unconcerned.)



Let's find out what happens to the environmental system when you personally switch on or switch off. For the next couple of weeks keep a diary by reflecting on each day and the times you were switched on (involved) or switched off (tuned out).

NOTE TO TEACHER: Before proceeding make sure student fully understands the concept of his role in the environment.

What are some ways you can affect the environmental system by switching on?

Possible responses: picking up litter, collecting recyclables, walking on sidewalks, protecting a plant, smiling at someone, helping someone.

What are some ways you can affect the environment system by switching off?
Possible responses: trampling on private property, feeling sorry for myself, being angry, acting negative, dropping candy wrappers.

EVALUATION: Allow students time to keep diaries. Follow up this concept with a role playing situation such as:

a. Students acting out involvement or uninvolvement situations from diaries. For example: Three boys and/or girls have just ridden their bicycles across an old man's rose garden on the corner and have broken some bushes. The children must convince the old man that what they have done was helpful to the rose garden or the old man must convince them that they have been careless so they offer to help him and pay for the damage. Who succeeds in convincing the other?

b. One student convincing another to switch on to the environmental system because of how he feels inside.

EXTRA ACTIVITIES:

1. Design posters showing switched-on contrasted to switched-off.
2. Discuss topics such as:
   a. What happens to you when the system switches on and off?
   b. How does each person control the environment?
   c. What (who) controls your on-off switch?
   d. When were you switched on for the longest period of time? What kinds of people, things, or events switched you on then?

ACTIVITY THREE

TIME: 3 days - 1 day discuss and decide on project
2 days complete project and evaluate

CONCEPT: Individuals can manipulate the environment.

MATERIALS:

Construction paper	Paint
Crayon	Tagboard
Felt pens	Stapler
Scissors	Glue

PROCEDURE:

Day 1

Discuss the following:

1. What is meant by manipulation and give some examples.
   a. Possible examples: advertisements, T.V., radio, newspaper
   b. Show examples, discuss words, phrases, people who endorse product, and emotional appeal and how this affects them as consumers.
2. Find out what kinds of people manipulate other people and which people get manipulated. Example: salesperson - consumer
3. Can people manipulate others by pretending to be manipulated?
4. Do some people enjoy being manipulated? Do you enjoy being manipulated? Do you enjoy manipulating others?
5. Can you manipulate your immediate environment? How?
6. Can individuals manipulate the more global environment? How?
7. Organize a company to invent and market a new product to improve the environment. Divide class into 3 groups: (a) designers, (b) commercial artists, (c) public relation people. Innovate together a brand new product which will improve the environment. Decide upon its name, its shape, its color, its interesting or exciting features, and its use. Before dividing into the 3 groups, discuss what the function of each group is in relationship to the product.

   For example, designers might decide upon the packaging of the product, the commercial artist might design a billboard or magazine advertisement, and the public relations person might write a commercial for radio or TV or decide on a slogan.

Day 2

Have materials ready for efficient distribution. Divide into groups and complete tasks.

Day 3

Each group can share their completed activity.

EVALUATION: Follow this sharing with an evaluative discussion using these questions as a guideline:

A. Do you feel that the product would manipulate the environment? How?

B. Do you feel the product or the advertisement manipulated the environment? Why?

C. Who devised the advertisement? Who invented the product? Who really manipulates the environment?

EXTRA ACTIVITIES:

1. Organize a program for the elimination of manipulation.

2. Organize a program to start manipulation.

3. Organize a program to find out if advertisement, politics, the police, the courts, teachers, parents manipulate.

4. Students keep a record of when they feel manipulated.

ACTIVITY FOUR

TIME: 1 day

CONCEPT: Emotional awareness of the environment comes from background experiences.

MATERIALS: Pencils/crayons
Student worksheet

PROCEDURE: Students go outside and walk around the school grounds observing and discussing all kinds of living things. Allow students plenty of time to stop and discuss what they are observing in relationship to the five senses, ie. tastes, smells, sights, sounds and environmental feelings. As a large group experience do the "Tree Activities" as described below, before individual participation.

When students return to the classroom, say: *Find a space of your own and close your eyes. In a minute you will become some animal, flower, or plant or something in your outdoor environment. Choose what it will be and using only your body express how it makes you feel in any way you choose. Open your eyes and be the thing...show how "it" changes when the wind blows...when it's raining...when it's sunny...when it's been abused...etc.*

EVALUATION: After the improvisation experience above, allow each student the opportunity to complete an "All About Me, I'm A _____" sheet. For purposes of example, a tree has been used. The students should use the word which is appropriate to what they were in their improvisation.

ALL ABOUT ME, I'M A Tree

Draw the expression on your face when each of these events occur:

1. I'm growing strong and feeling proud.
2. Here comes the rain.
3. Surely am glad the sun is shining.
4. No one cares about me.
5. Sure wish I'd get some food.
6. Not the pollution people again!

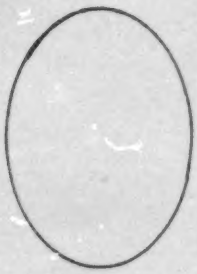
EXTRA ACTIVITIES:

1. Have the students design an animal, plant, or living thing which has all the most important qualities they feel it needs to be perfect - role play it.

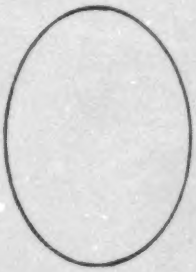
2. Have the students choose an emotion. Have them express how it makes them feel in any way they might choose.

ALL ABOUT ME, I'M A _____

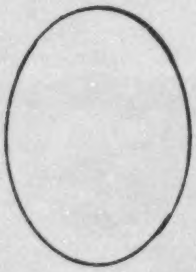
Draw the expression on your face when each of these events occur:



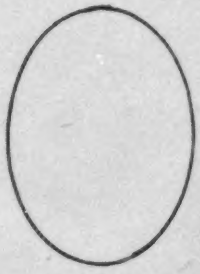
1. I'm growing strong and feeling proud.



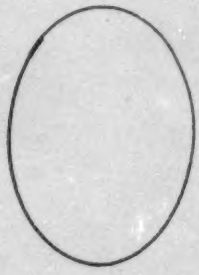
2. Here comes the rain.



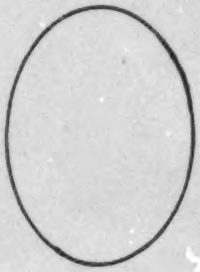
3. Surely am glad the sun is shining.



4. No one cares about me.



5. Sure wish I'd get some food.



6. Not the pollution people again!

ACTIVITY FIVE

CONCEPT: An individual can find expressions of joy, love and hate in the environment.

MATERIALS:
Pencil/paper
Butcher paper
Felt pens

PROCEDURE:

1. Tape a large piece of butcher paper in the room. Have this paper divided into 3 columns labelled: LOVE, JOY, HATE. Discuss each of these feelings as well as any objects which might evoke such an emotional response.

LOVE	JOY	HATE

2. Have each student go to his immediate outdoor environment and observe or collect objects (living or non-living) which evoke one of these responses inside of him. (NOTE: Caution students about "collecting" a tree or a beautiful bouquet of flowers from a neighboring yard...collect things that can be easily returned to the environment or which won't disturb or destroy it by removal.)

3. As each student returns to the classroom, he should mount the natural objects or write the words of things he observed in the appropriate column on the butcher paper chart.

EVALUATION: When all items have been recorded, discuss the item, the emotion, and why each felt that emotion.

Questions to stimulate discussion:
a. Did you find things you should love and should hate?
b. Did you find things you really love and hate? Is there a difference?
c. How do you react toward things you hate? things you love?

EXTRA ACTIVITIES:

1. Have the students use any medium they wish to express the feelings that the environment creates in them.
2. Have the students invent ways to bring joy into the classroom, the school, and their environment.
3. Have the students take photographs or make sketches of the things they found outside that they loved and hated and arrange them in order from most loved to least loved; from least hated to most hated.
4. Have the students use any medium and abstractly represent love and hate.

ACTIVITY SIX

TIME: 3 days

CONCEPT: All individuals have comfort zones within their environment.

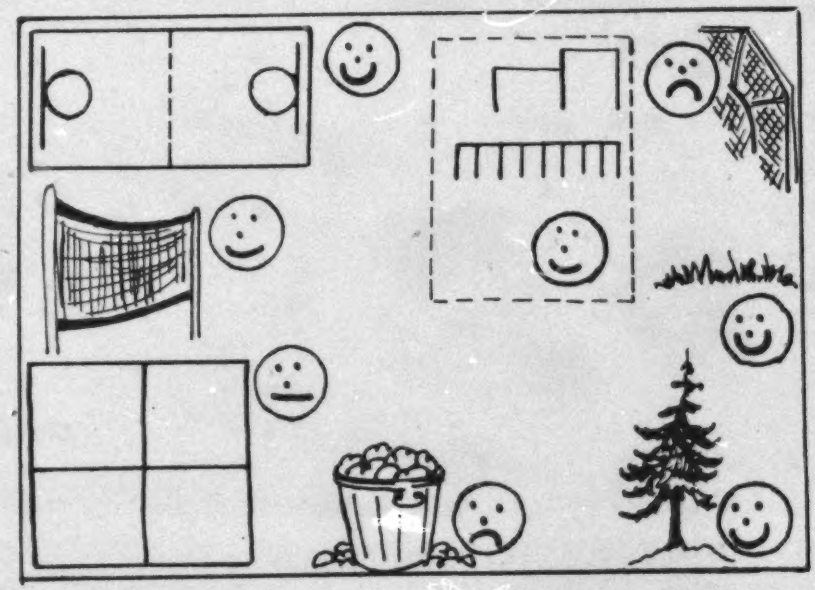
MATERIALS:
Facial expression ditto - copies for each student
Large sheet of butcher paper for each student
Pencils/crayons
Glue
Ruler

PROCEDURE: (NOTE: The term map, as referred to in this activity, is very general and is not intended to be a mapmaking lesson. Allow each student to develop his own interpretation of what is meant by "map".)

1. Direct each student's thinking toward the home environment and the school environment.

   Discuss such things as:
   a. How home and school environment compare and contrast.
   b. Physical characteristics of each.
   c. Feelings about each.
   d. Feelings about specific places in each.

2. Give each student or group of students one large sheet of butcher paper. Have each student or group draw a map of either the home or school environment. Included in the map should be places where they feel most comfortable and least comfortable. They could identify these with the corresponding emotion expressed on a face from a teacher-prepared ditto of face stickers. (Or, he could design his own system of explanation.)



EVALUATION: Each individual or group should share this map with the class, explaining or clarifying the places where they feel most and least comfortable and why they feel that way.

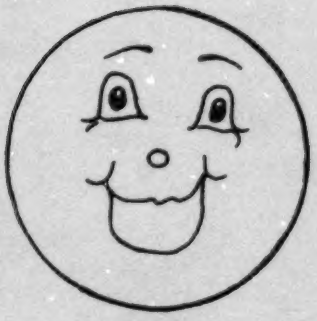
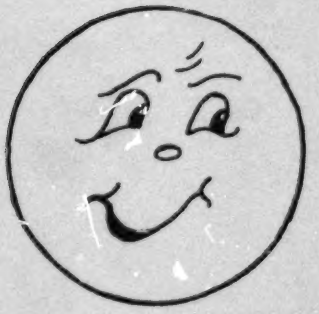
After each has shared the map, either a discussion or individual written responses to the following questions is recommended:

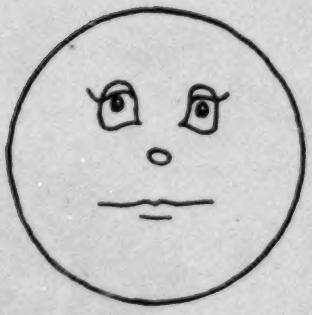
a. How does your comfort conflict with the comfort of others?
b. How can you make an uncomfortable place more comfortable?
c. Is it okay to have places in your environment that you feel better about than others? Why?
d. Is it okay to feel more comfortable or less comfortable with some people in your environment? Why?
e. What can you do to make an uncomfortable relationship with a person more comfortable?
f. Is it okay to feel more comfortable or less comfortable about yourself? Why?
g. What can you do to make yourself more comfortable in an uncomfortable situation?

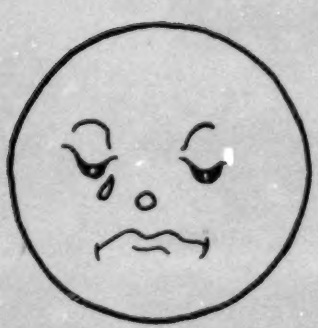
EXTRA ACTIVITIES:

1. Have the students map the places where a cat, a bird, another person feels most and least comfortable.

2. Have the students use any medium to represent places and how they feel in them.





ACTIVITY SEVEN

TIME: 2 to 3 days

CONCEPT: An individual can react emotionally to the environment through a single sense, thus affording a greater appreciation of the environment.

MATERIALS:
Tape recorder (cassette) 1 or more - (works on batteries)
Blank cassette tapes
Paper
Pencil
Ditto copy of kinds of sounds
Chalkboard
Chalk

PROCEDURE:

1. Collect, beg, borrow, but don't steal cassette tape recorders - enough so that the class, divided into small groups, will have one tape recorder per group. (Another option is to have an individual use a tape recorder, and pass the recorder on to someone else when he completes his recording.)

2. Discuss with students some sounds they might hear if they were to go outside and listen. Also discuss these questions as motivators for the activity.
   a. How does a sound make you feel?
   b. Do the same sounds create the same feelings in everyone?
   c. How could sound be used to affect people's actions?

3. Review use of the cassette recorder.

4. Provide students with a written list of "sound categories" as described below.

5. Have students go outside with a tape recorder and find and bring back all the sounds that fit into one of these categories:

   _____ you like
   _____ angry sounds
   _____ sad sounds
   _____ beautiful sounds
   _____ happy sounds
   _____ city sounds
   _____ you dislike
   _____ polluting sounds

   Each student should have in hand a copy of the student worksheet. If a sound cannot be readily tape recorded, it can be written down on the worksheet next to the corresponding emotion.

6. Students, upon returning to the classroom may share their recordings and written responses explaining why a particular sound evoked the emotion it did. The following kinds of questions might be discussed:

   a. What sounds did you especially like in the environment? Why?
   b. What sounds would you like to change in this environment? Why?
   c. Did everyone feel the same way as you? Why?
   d. Thinking of the wider or global environment, what sounds in the city might you like or dislike? Why? In the whole country? Why? In the whole world? Why?

EVALUATION:

1. Have students write similes using the sounds and the feelings each sound created.

   Explain that a simile is a direct comparison and the words <u>as</u> and <u>like</u> are used in making the comparisons.

2. Read some examples of similes such as:
   - the tree was as tall as the sky
   - the lemon was as bright as the sun
   - the stove was as hot as fire
   - he was as angry as a mad bull
   - he was as dry as a bone.

   List some simile phrases on the chalkboard for the students to complete:

   _____ as tall as _____
   _____ as heavy as _____
   _____ as mighty as _____
   _____ as sad as _____
   _____ as happy as _____
   _____ as old as _____
   _____ as new as _____
   _____ as tired as _____
   _____ as lazy as _____
   _____ as soft as _____

3. Finally, have each student (or each group of students) take the list of sound emotions as well as the tape recording and use these as guidelines to make similes from the sounds and emotions.
   Examples:
   The bird chirped as happy as a smiling sun.
   The dog growled as angry as a bear.
   The tree sounded as tall as a sentinal on guard.
   The bell rang as loud as a siren to the lonely boy.
   The singing was as beautiful as my church choir.
   The teacher's voice was as angry as a mad bull.

4. When all have written their similes, have each student share with the class the ones he liked best of those he wrote.

5. Have each student recopy 2 or 3 of his best similes and combine the papers to make a class booklet entitled "Similes". Have one student make a cover and staple the booklet.

EXTRA ACTIVITIES:

1. Find numbers that create emotions.
2. Make music from the sounds collected.
3. Create art that makes you feel an emotion.
4. Write a poem using the similes as part of the poem.
5. Write a sound poem using ONAMOTOPOEIA (words that imitate the sound they describe such as buzzing bee, crackling crunchy cereal, swish of a broom, etc.)

Student Worksheet NAME _____

Sounds you like _____

Sounds you dislike _____

Angry sounds _____

Sad sounds _____

Beautiful sounds _____

Happy sounds _____

City sounds _____

Polluting sounds _____

_____

_____

_____

ACTIVITY EIGHT

CONCEPT: An individual affects the structure of his environment.

MATERIALS: Depends on individual student's needs. The nature of their activity will determine the kinds of materials necessary.

PROCEDURE:

1. Discuss the following questions with the class.
   a. Is there something you really like in the classroom? What?
   b. Is there something you really dislike in the classroom or school environment? What?
   c. What could you do to change it?
   d. Is there something you really dislike in yourself? Can you change it?

2. After discussing these questions, ask class members to follow up the discussion by finding something they really dislike in the classroom or school environment and see what they can do to change it.

3. Carry the activity one step further by having students get permission to make some place in the community more beautiful, either individually or as a class project.

EVALUATION:

1. Discuss the possibility that in making a place more beautiful for oneself, could it have made it less beautiful for others?

   Give some concrete examples on all levels of the environment: schoolroom, school in general, community, city, state, nation, world. (Some gentle hints may have to be made such as construction projects and their effect, development of game refuges, building a new golf course in a heavily wooded area, etc.)

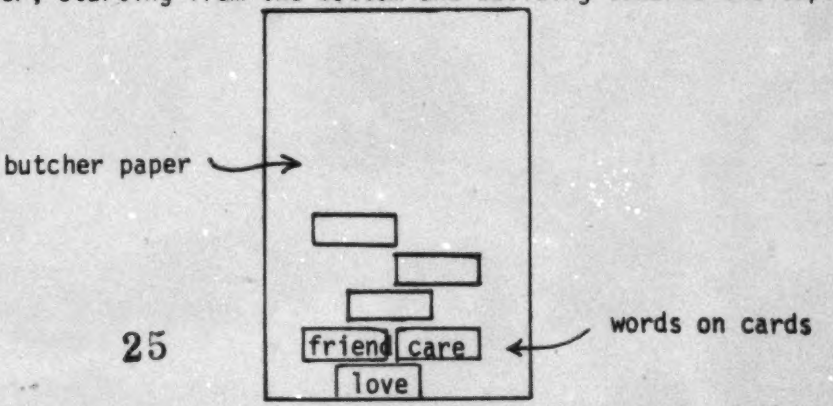
2. See if the class can come up with a universally "agreeable" beauty list.

EXTRA ACTIVITIES:

1. Describe the things you find as beautiful in photos, word images, or art forms.

2. See if you can change an action or attitude you dislike.

3. Have the class make a "high of life" poster by taking a long, long strip of butcher paper, hanging it from the ceiling, and having the students write words on various rectangular sizes and shapes of construction paper that to them represent a beautiful world where love and concern were the main feelings. Glue the words on the butcher paper, starting from the bottom and building towards the top.



ACTIVITY NINE

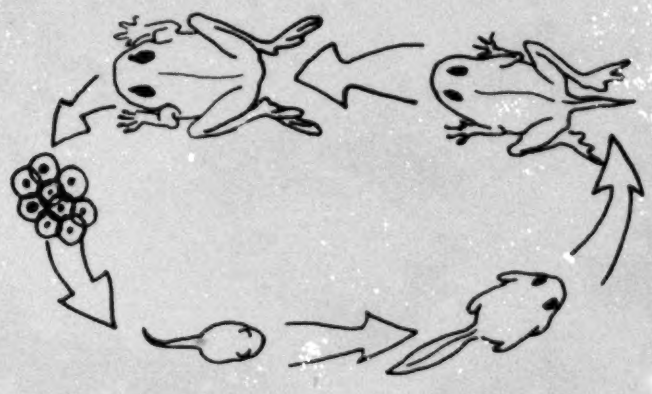
TIME: 3 days

CONCEPT: Any environment consists of continuity and change.

MATERIALS:
Paper/pencil
White drawing paper
Crayons
Chalkboard
Chalk
Transparency or large copy of continuous chart

PROCEDURE:

1. Show the students a copy of this drawing, either on an overhead projector, or make a larger copy as a poster.



Discuss what this drawing means to them in relationship to change.

2. Go outside individually or in small groups and collect concrete samples of change.
   Example: green leaf, dead leaf, and a decomposed leaf
   large rock, smaller rock, dirt, and sand

3. Then ask the following questions:
   a. What changes have you made during your lifetime?
   b. Which of these changes are like changes other members of your family have gone through?
   c. What changes will you see today? In a month? In a special spot? In your school?
   d. What changes do you know about that you can't see?
   e. How is what exists now a change from yesterday? from a year ago?
   f. Are these changes continuous? Why? Are they connected? How? (Explain that a connection in change can be called <u>continuity</u>).

4. Following this discussion, give students a two-fold assignment. One part is to write an "I Used to be,...But Now....." poem i.e. write about the difference between the way they are now and the way they used to be. A suggestion is to begin every odd line with "I used to" and every even line with "But now"; this seems to help everybody think about past and present in a free and easy way. (One could add an element of the future and add a third line, "Someday I will")

Poem sample: Fifth Grade

I Was, But Now

I used to be a baby who was one, two, three, etc.
But now I am a lady.
I used to wear diapers
But now I wear everything - including diamonds, fur coats,
and those rich stuff.
I used to be ugly,
But now I'm sexy
I used to wish I was a boy
But now I don't because I found out what boys go through.
I used to like eggs
But now the color of the yolk makes me sick
I used to like plaid
But now I like checkers
I used to be young,
But now I'm older
I am what I am.*

--Gloria Peters

*From: Wishes, Lies and Daydreams by Kenneth Koch, 1970. p. 172

5. A neat variation could be to have the student project himself into the future twenty years and write an "I Used To Be...But Now." poem from his memory of the future.

6. The other part of the continuity and change assignment is to have each child draw a picture of himself twenty years from now keeping in mind the things about him that will remain continuous and those that will change.

7. Share all poems and pictures; the concepts of continuity and change should be expressed in the final products.

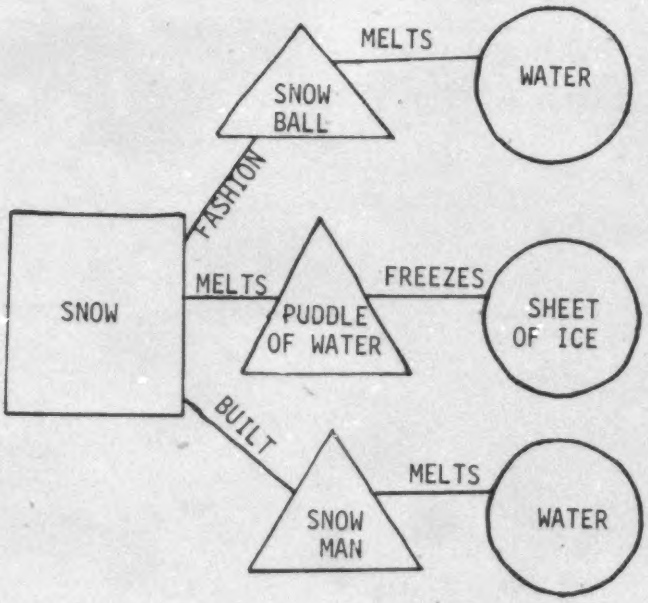
8. Have students recopy poems, collect them, and bind together as a booklet having one student design a cover for the booklet. Do the same with the drawings.

EVALUATION: A continuity and change game. Write these words on the chalkboard.

an egg
a tree
a rock
grass
snow

Explain to the students that each of these things changes. Each can change in many different ways. In turn, each new thing will change. What it changes into will change and on and on it goes. Have students choose an object from the list above. Write it in a rectangle in a chart similar to the example below. Think of all the changes that could happen to the thing. Then write in the triangles what it changed into.

Have them take each word in the triangle and think of all the changes that could happen to it and write in the circles the things that were the changes. Write the name of the change on bars linking the objects together.



EXTRA ACTIVITIES:

1. Have students go outside and find evidence for a good change and a bad change and a change that is neither good nor bad.
2. Have students go outside and make a good change or stop a bad change.
3. Measure the changes; predict the size and direction of future changes.
4. Create a set of posters promoting good changes, discouraging bad changes.

ACTIVITY TEN

TIME: 2-3 days (ongoing)

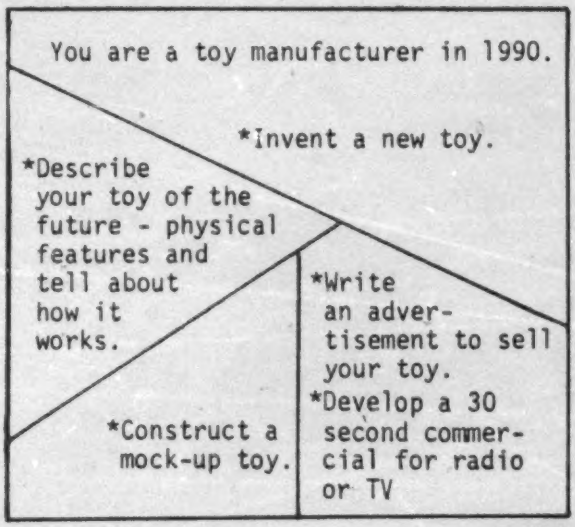
CONCEPT: Many new innovations will take place in the next 30 years.

MATERIALS:

- colored tagboard
- felt pens
- cardboard boxes (all sizes)
- tin cans (all sizes)
- egg cartons
- wood scraps
- construction paper
- nails
- hammer
- saw
- water colors
- tempera paint
- tissue paper
- crepe paper
- old plastic containers
- popsicle sticks
- paper cups
- magazines
- scissors
- crayons
- beads

PROCEDURE:

1. Make a poster from colored tagboard and felt pens describing the assignment to the students. Poster might look something like this. Post this somewhere in the classroom.


You are a toy manufacturer in 1990.
*Invent a new toy.
*Describe your toy of the future - physical features and tell about how it works.
*Write an advertisement to sell your toy.
*Develop a 30 second commercial for radio or TV
*Construct a mock-up toy.

2. Have many kinds of material scattered about the room from which to construct the toy (cardboard boxes (all sizes), tin cans (all sizes), wood scraps, nails, hammer, saw, water paint, tempera paint, tissue paper, crepe paper, old plastic containers, popsicle sticks, paper cups, magazines, scissors, crayons, felt pens, beads, etc.) These materials should be available to students as needed, but they should be cautioned to plan to take only those items they need; hence, pre-planning is essential to construction.

3. Introduce the activity by explaining the task via the poster. Divide the class into small groups (4-5) and let each group pursue their course of action. Some things that might be discussed are:
   a. What will life be like in 1990? (homes, families, jobs, etc.)
   b. If you could invent any toy that would do anything for you what are some jobs you'd like it to do? Physical work? Leisure

time? Mental relief?

c. Keep these things in mind for a toy of the future for someone your age.

4. Allow ample time for completion of the activity.

EVALUATION: When each group has completed their toy of the future, have each group present the commercial, the advertisement, their model, and the description to the rest of the class. Develop some generalizations about the toys such as:

a. Kinds of needs they met
b. What about your group made your toy successful or unsuccessful?
c. Could you have done a better job as an individual? How?
d. At this time in your life do you think you can plan your future as an individual? Why?
e. Do you think you will need others to help you to accomplish your future goals? Why?

EXTRA ACTIVITIES:

1. Invent and plan a house of the future (1990)
2. Invent and plan a mode of transportation of the future (1990)
3. Draw how you will look in the future - clothing, hair-do, etc.
4. Make a newspaper ad for clothes of 1990 or design a newspaper fashion page for 1990.

ACTIVITY ELEVEN

TIME: 2 days or longer depending on degree of involvement

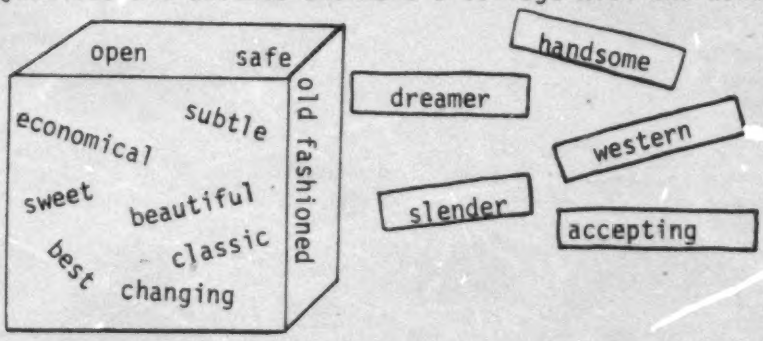
CONCEPT: The individual must be made aware of his senses, perceptions, goals and ambition in regards to his future.

MATERIALS:
square patterns dittoed on construction paper
scissors
glue
magazines
felt pens

PROCEDURE:

1. Have materials prepared for efficient distribution.

2. Have the students use the square pattern to make a dice. From a magazine cut out words (or write words with felt pen) that are adjectives and adverbs and make a collage with the words and box.



3. When dice collage is complete to student's satisfaction, have student roll the dice, look at the words on the dice, and put them in the appropriate column. Roll the dice as many as you wish.

How I Will Look	How I Will Feel	How I Will Sound

EVALUATION: Teacher observation during ongoing activity and results of worksheets.

EXTRA ACTIVITIES:

1. Write as an adult twenty years from now. You will have a job. Write your job description and the qualifications for it.

2. Use a piece of construction paper and a magazine to make your own collage of words that describe yourself twenty years from now.

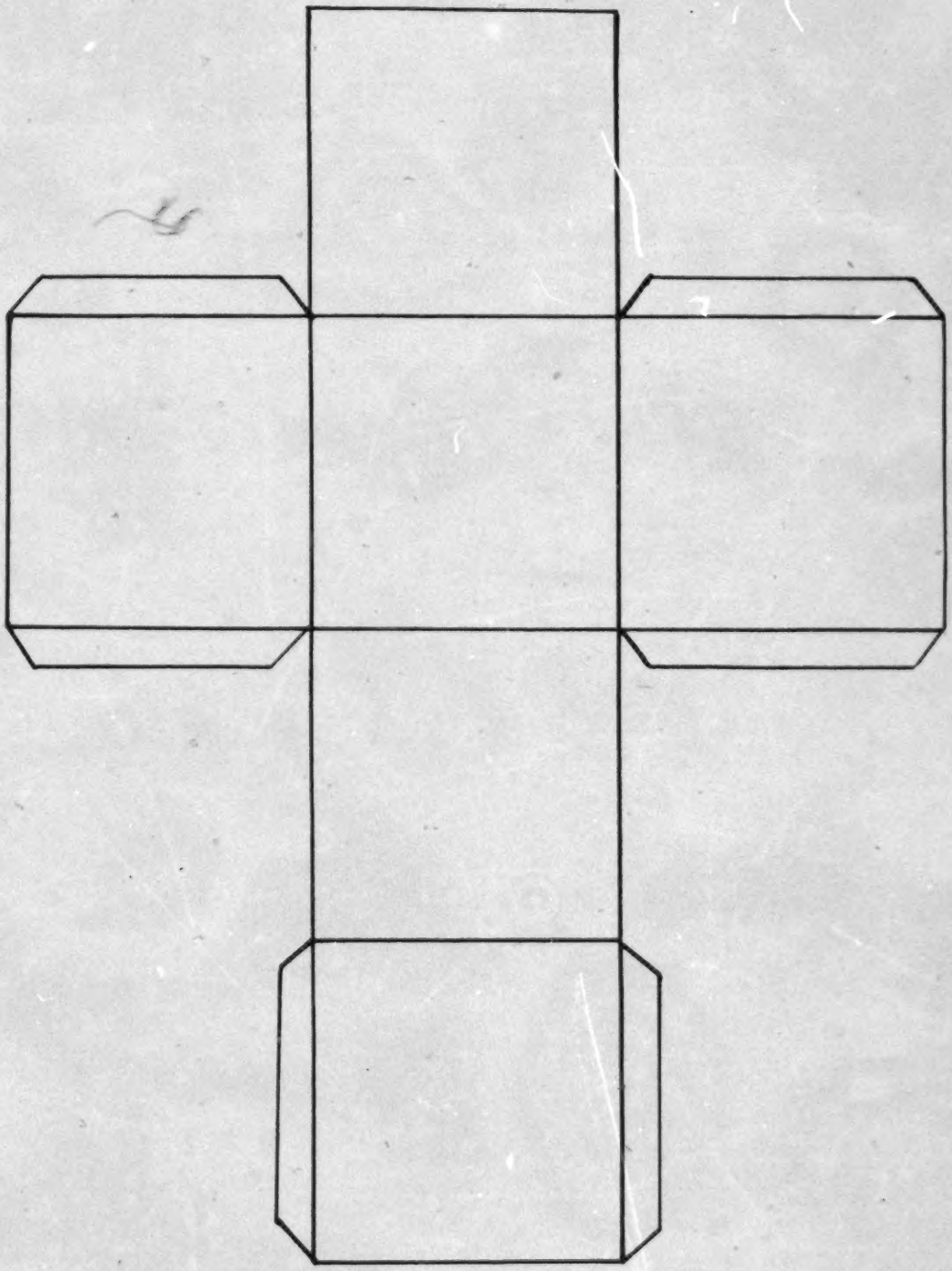
3. Twenty years from now, where do you work and what type of transportation do you use to get to work. Write a story or draw a picture describing either or both.

4. Make a daily schedule for your future life style. Include your working hours, meals, leisure time, meetings and many other activities.

   Teacher: sample form for recording copy.

Sunday	Monday	Tuesday
a.m.	a.m.	a.m.
p.m.	p.m.	p.m.
Wednesday	Thursday	Friday
a.m.	a.m.	a.m.
p.m.	p.m.	p.m.
Saturday		
a.m.		p.m.

5. Draw a picture of a family you would like to have.



How I Will Look	How I Will Feel	How I Will Sound

SUNDAY	MONDAY	TUESDAY
a.m.	a.m.	a.m.
p.m.	p.m.	p.m.
WEDNESDAY	**THURSDAY**	**FRIDAY**
a.m.	a.m.	a.m.
p.m.	p.m.	p.m.

SATURDAY	
a.m.	p.m.

I am the one who chooses whether I see clouds or sun...

(ES)